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Office Hours: M/W 11:00-12:00
SOC 246

HIS 4936/6939
Health & Disease in American History
(Spring 2003) Wednesday 6:00-9:50

Over the course of the two centuries that are the focus of this course, the United States went from being an unequal predominantly rural, slave-holding agrarian republic to becoming an unequal urban, industrial, market based democracy. In broad terms, as conditions changed, people in the United States worked to survive, shape and understand the implications of new social, economic and political conditions. It is the contention of this course that “health” and “disease” were crucial to the shaping and the understanding of these conditions. However, the terms of this relationship are open to further exploration. The contested nature of ‘health and disease’ is the basis for this seminar in historical research. For the purpose of this course, we will apply particular categories of analysis – race, gender, class, citizenship, for example – to understand how local and regional histories that shaped and reflected women and men’s position, experience and understanding of health and disease.

Course requirements

This seminar is the capstone course for some students. This course is tailored to build on the research, reading and discussion skills you have developed over the last few years. You will use the on-line and physical resources provided by the library. You will begin a continued analysis of health and disease through an engagement with the assigned readings, your independent research and your class discussion. Your grade will be determined in the seminar will be evaluated under these three forms of participation.

In order to maintain consistent engagement with the independent research and writing expected for the seminar, there will be four graded exercises that involve primary and secondary sources. The first assignment will be a short analysis of written 19th century medical documents. The second assignment will be a three page research proposal with an accompanying bibliography. I expect you to identify the topic, relevant secondary sources and accessible primary sources. You may change topics; like most research projects, the more you change direction, the more likely it is you may get lost. Take this proposal seriously.

The third assignment involves the analysis of visual sources in medical history. Choose two or three images. Place each image in its context and make an argument that includes the different contexts and images. You can use this exercise to build toward your final assignment.

The final assignment in the series is a short 12 page final presentation of your research over the course of the semester. I require an early draft and discussion of this presentation.

This draft should be included three weeks prior to your presentation date as a pre-condition for your final presentation. You will not pass this seminar if you do not make a final presentation.

Grading

This is the section where I assign percentages to “assigned readings,” “written assignments,” and “participation.” This is how I will assign grades.

Assigned Readings:	25%
Written Assignments:	60%
Participation:	15%

Your grade for the assigned readings will be based on your weekly participation in the seminar. This evaluation begins with attendance.

The grade for the written assignments breaks down in the following fashion.

Primary Source Analysis:	20%
Research Proposal:	20%
Visual Analysis:	25%
Final Presentation:	35%

Your participation grade is multi-factorial. Among other things, this is where improvement in quality of your work is calculated. The other factors include but are not limited to attendance, timeliness, mutual respect, mutual support, engagement and active listening.

Student Requirements:

Attendance is mandatory.

Let me explain this statement a little further. Reading the assigned articles and texts for the class is mandatory. Sharing your understanding of the articles and monographs in this course is as close to being mandatory without being required. I cannot stress strongly enough the importance of concentrated listening and a respectful back and forth between the participants in the seminar. Without a shared commitment to an atmosphere that foment a rich and engaging discussion, there is little point to being present in this seminar. By attendance, I assume that you will have read the articles and texts and found at least three points in the articles that you consider important enough to share with your fellow seminar participants.

More than two unexcused absences will drastically affect your participation and your assigned readings grade.

Every student must use Blackboard at least four times this semester. Please type or memorize the following link into your web browser: <https://my.usf.edu>

Every written assignment must be typed, use a clear font size between 10 and 12 point, and have one-and-a-half or double spacing between each line.

Academic Dishonesty (plagiarism) will be severely punished. I will immediately assign a zero for the assignment and, most likely, a FF grade for the course. For more on plagiarism, see the USF Undergraduate catalog, pp 42-43 for general guidelines.

In the process of research and writing, you may use other people's words and sentences as if they were your own ideas. This mistaken borrowing is obvious to most experienced readers. Take pride, have faith in yourself and communicate your understanding of the material in your own words. I have found that reading a draft of a paper out loud before a final draft is complete will help make your paper your own. However, if I find that your project or paper paraphrases another written source too closely, the work is of "questionable academic integrity," and will receive a D.

On Participation:

Regular participation in class discussion is crucial. Your understanding of the assigned material will help your fellow students grapple with the themes of this course. I strongly encourage comments in class or on Blackboard that initiate an informed understanding of the lectures and the weekly readings. Active listening, informed questions, and brief observations are crucial to full participation. Hence, you should make an effort to cover a substantial portion of the assignment for each section. If you do not have time to complete an assignment, try to at least read enough to gain a general understanding of the author's main argument.

Class participation comes in varied forms. Some people are more comfortable speaking in discussion. Other people express themselves more comfortably with pen and paper. Others do best on-line. Still others do well within the stage of a class presentation. Because I do not wish to impose one form of participation over other forms, I will encourage written, on-line and oral participation over the span of the semester. In this seminar, written participation will include short response papers. Oral participation will include group presentations as well as class discussion.

Disability Accommodations

Any student with a disability is encouraged to meet with me privately during the first week of class to discuss accommodations. Each student must bring a current **Memorandum of Accommodations** from the Office of Student Disability Services

which is prerequisite for receiving accommodations. Accommodated examinations through the Office of Student Disability Services require two weeks notice. All course documents are available in alternate format if requested in the student's **Memorandum of Accommodations**. For information regarding qualifications for student disabilities through the Disabled Student Academic Services Office (DSA) at the University of South Florida, see the 1999-2001 USF graduate catalog which can be found online at: <http://download.grad.usf.edu/PDF/section14.pdf> (page 4 of 6) and directly contact the DSA for arrangement of academic accommodations and assistance at (813) 974-4309, SVC 2043, Coordinator of Disabled Student Academic services.

Readings for the Course:

Required Texts

Stephen J. Kunitz, *Disease Change and the Role of Medicine: The Navajo Experience*, (Berkeley: University of California Press, 1983)

Charles Rosenberg, *The Cholera Years: The United States in 1832, 1849, and 1866*, (Chicago: University of Chicago Press, 1987)

Sharla Fett, *Working Cures: Healing, Health and Power on Southern Slave Plantations*, (Chapel Hill: University of North Carolina Press, 2002)

Nancy Tomes, *The Gospel of Germs: Men, Women, and the Microbe in American Life*, (Cambridge: Harvard University Press, 1999)

Judith Leavitt, *Typhoid Mary: Captive to the Public's Health*, (Boston: Beacon Press, 1997)

Martin S. Pernick, *The Black Stork: Eugenics and the Death of Defective Babies in American Medicine and Motion Pictures Since 1915*, (New York: Oxford University Press, 1999)

Leslie J. Reagan, *When Abortion was a crime: Women, Medicine and the Law in the United States, 1867-1973*, (Berkeley: University of California Press, 1999)

Keith Wailoo, *Dying in the City of Blues: Sickle Cell Anemia and the Politics of Race and Health*, (Chapel Hill: University of North Carolina Press, 2001)

Coursepack: HIS 4936/6939: Health & Disease in American History – Procopy

Required for graduate students

Steven Epstein, *Impure Science: Aids, Activism and the Politics of Knowledge*, (Berkeley: University of California Press, 1998)

Public Access to Reading Materials

I have placed every book on physical reserve at the USF-Tampa library. In some cases, I have placed my personal copy of the book on reserve. I have also placed a number of books that will be crucial to further research on reserve. The list of books is in an appendix at the end of this syllabus.

I have placed every article I have assigned in this class on-line at <http://www.lib.usf.edu/virtual/ereserve/index.html>. That is, they will be available once the staff can place the articles on electronic reserve.

I have found that the best way to access this material when you are off campus is through Blackboard. This web-based content delivery system can be found at the following url:

<https://my.usf.edu>

The initial screen after you login successfully provides entry [from left to right] into 'myusf', 'courses,' 'community', 'services', 'academic library' and 'usf library'. The last folder provides access to the virtual library system. The tag is on the far right of the screen and it is labeled "library."

Primary Sources

I have also added four crucial weblinks in your coursepage in Blackboard.

The first link is to the National Library of Medicine general database. This will provide access to the wide and international world of medical scholarship.

The second link is to a database of images in medical history provided by the Historical Materials Division of the National Library of Medicine.

The third link is to the American Memory database in the Library of Congress. This search engine provides access to fascinating primary sources in the history of the United States.

The fourth link is to the Special Collections division of the University of South Florida Library.

Web Links

<http://www.ncbi.nlm.nih.gov/entrez/query.fcgi>

<http://wwwihm.nlm.nih.gov/>

<http://memory.loc.gov/ammem/mdbquery.html>

<http://www.lib.usf.edu/spccoll/>

American History and Life – database available through the Virtual Library through the subject *History*.

<http://www.lib.usf.edu/virtual/>

Physical Access

The books are available at the USF Library circulation desk in the front lobby. Please request your book by title. If you are organized, you may be able to rely on library sources for your books in this class. You are paying for the convenience of a coursepack when you use Pro-copy.

Syllabus & Assigned Readings

Day 1: Introduction

Wednesday, January 8, 2003

Day 2: Open questions regarding ideology, disease and history.

Wednesday, January 15, 2003

Tristram Engelhardt, "The disease of masturbation: Values and the concept of disease." *Bulletin of the History of Medicine* 1974 48(2): 234-248.

Barbara Jeanne Fields, "Slavery, Race and Ideology," *New Left Review* [Great Britain] 1990 (181): 95-118

Evelyn Brooks Higginbotham, "African-American Women's History and the metalanguage of race," *Signs* 1992 17(2): 251-274.

Evelynn Hammonds, "Missing persons: African-American Women, AIDS and the history of disease," *Radical America* 1990 24(2): 7-23.

Day 3: Disease Change and the Role of Medicine: The Navajo Experience

Wednesday, January 22, 2003

Michel Foucault, "Right of death and power over life," *The History of Sexuality: An Introduction*, (New York: Vintage Books, 1978, 1990) 135-159.

Stephen J. Kunitz, *Disease Change and the Role of Medicine: The Navajo Experience*, (Berkeley: University of California Press, 1983)

Day 4: The Cholera Years: The United States in 1832, 1849, and 1866

Wednesday, January 29, 2003

Erwin H. Ackerknecht, "Anticontagionism Between 1821 and 1867," *Bulletin of the History of Medicine* 22 (1948): 562-593.

Charles Rosenberg, *The Cholera Years: The United States in 1832, 1849, and 1866*, (Chicago: University of Chicago Press, 1987)

First paper due January 31, 2003

Day 5: Working Cures: Healing, Health and Power on Southern Slave Plantations
Wednesday, February 5, 2003

Charles Rosenberg, "The Therapeutic Revolution: Medicine, Meaning and Social Change in 19th century America," *Sickness and Health in America: Readings in the History of Medicine and Public Health*, (Madison: University of Wisconsin Press, 1985) 39-52.

Sharla Fett, *Working Cures: Healing, Health and Power on Southern Slave Plantations*, (Chapel Hill: University of North Carolina Press, 2002)

Day 6: The Gospel of Germs: Men, Women, and the Microbe in American Life
Wednesday, February 12, 2003

Nancy Tomes, *The Gospel of Germs: Men, Women, and the Microbe in American Life*, (Cambridge: Harvard University Press, 1999)

Tera Hunter, "Tuberculosis as the Negro Servants' Disease," *To Joy my Freedom: Southern Black Women's Lives and Labors after the Civil War*, (Cambridge: Harvard University Press, 1997) 187-218

Day 7: Typhoid Mary: Captive to the Public's Health
Wednesday, February 19, 2003
Research Proposal Due

Stephen J. Kunitz, "Hookworm and pellagra: exemplary diseases in the new south", *Journal of Health and Social Behavior*, 1988 Jun 29(2): 139-48.

Judith Leavitt, *Typhoid Mary: Captive to the Public's Health*, (Boston: Beacon Press, 1997)

Day 8: Eugenics, Babies and American Medicine in Motion Pictures Since 1915
Wednesday, March 5, 2003

Martin S. Pernick, *The Black Stork: Eugenics and the Death of Defective Babies in American Medicine and Motion Pictures Since 1915*, (New York: Oxford University Press, 1999)

Michel de Certeau, "Reading as Poaching," *The Practice of Everyday Life*, (Berkeley: University of California Press, 1984), 165-176.

Spring Break

Day 9: Visual Image Day
Wednesday, March 19, 2003

Day 10: Tuskegee's Truths
Wednesday, March 26, 2003

Allan Brandt, "Racism and Research: the Case of the Tuskegee Syphilis Study," *Sickness and Health in America: Readings in the History of Medicine and Public Health*, (Madison: University of Wisconsin Press, 1985) 331-343.

Eunice Rivers, Stanley H. Schuman, Lloyd Simpson & Sidney Olansky, "twenty years of follow-up experience in a long range medical study," *Public Health Reports* 68(1953): 391-95.

Day 11: When abortion was a crime: Women, Medicine and the Law, 1867-1973
Wednesday, April 2, 2003

Leslie J. Reagan, *When Abortion was a crime: Women, Medicine and the Law in the United States, 1867-1973*, (Berkeley: University of California Press, 1999)
Research proposal due Friday, April 4, 2003.

Day 12: Meet the Professor – Research Proposal
Wednesday, April 9, 2003

Day 13: Framing Disease: Sickle Cell Anemia and the Politics of Race and Health
Monday, April 14, 2003

Keith Wailoo, *Dying in the City of Blues: Sickle Cell Anemia and the Politics of Race and Health*, (Chapel Hill: University of North Carolina Press, 2001)

Day 14: Impure Science: Medicine and Contested Forms of Knowledge
Wednesday, April 16, 2003

Steven Epstein, *Impure Science: Aids, Activism and the Politics of Knowledge*, (Berkeley: University of California Press, 1998)

Readings to be assigned.

Day 15: Presentation Week I
Wednesday, April 23, 2003

Day 16: Presentation Week II
Wednesday, April 30, 2003